Geography Progression Map

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge (LOCATION)	**EYFS Statutory Framework.** **People Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **(location)** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (**location, diversity)** **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. **(location, diversity)**	**NATIONAL CURRICULUM:** Name and locate the world's seven continents and five oceans. **(location)** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **(location, diversity)**		**NATIONAL CURRICULUM:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **(location, diversity)** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **(Location, diversity, impact)** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **(location, diversity)**			
	Notice features of their immediate environment (school, home area). Talk about places they know (park, shops, holiday destinations). Begin to use positional/directional language (next to, behind, near). Explore simple maps (classroom plans, treasure maps). Begin to understand similarities/differences between places and environments. **(diversity)**	Locate Bournemouth and Poole on a map of the UK. **(location)** Locate the coastline of the UK on a map with a focus on the South. **(location)** Locate the capital cities on a map of the UK. **(location)** Name and locate the 7 continents. **(location)** Name and locate the 5 oceans. **(location)**	Locate London on a map of the UK **(location)** Locate the River Thames in relation to Pudding Lane and how the river was used during 1666. (History) **(location, impact)** Name and locate the surrounding seas of the UK. **(location)** Know that the temperature in areas around the equator is hotter than the temperature in areas around the north and south poles. **(location)** Know that the equator is an imaginary line that runs around the centre of the earth. **(location)**	Know the names of and locate countries in Europe and some capital cities **(location)** Name and locate 2 mountains in the UK and 1 range in Europe. Eg. Ben Nevis, Snowdon, the Alps. **(location)** Know the physical characteristics of land mass, mountain ranges and green spaces. **(diversity)**	Know that sections of the UK are called counties and that where we live is within Dorset. **(location)** Name and locate the main counties around Dorset; Hampshire, Somerset, Wiltshire. **(location)** Know that there are 27 counties in the UK Know the significance of the Tropic of Cancer because it is the Northernmost point where the suns rays are directly overhead. **(location, diversity, impact)** Know the significance of the Tropic of Capricorn because it is the Southernmost point where the suns rays are directly overhead. **(location, diversity, impact)** Know that the equator divides the world into North and South hemispheres. **(location)**	**Enquiry:** How do Brazil's five major ecosystems differ, and why are they important for the people and wildlife that depend on them? Locate the five principal ecosystems in Brazil, identifying key physical characteristics. **(location)** Understand that a vegetation belt is all of plant life within a certain area **(location, diversity)** Know that there are five major types of biomes: aquatic, grassland, forest, desert, and tundra. **(location, diversity)** Know that the Arctic and Antarctic deserts are tundra. **(location, diversity)** Know that a biome can contain many different habitats. **(location, diversity) SCIENCE** Understand that a country / continent can contain more than one biome. **(location, diversity)**	Use OS maps to locate Parkstone, Poole, Sandbanks and other significant places in Dorset. **(location)** Locate the Jurassic coast on a map and identify the human and physical features of Durdle Door, Tynham Village and Lulworth Cove. **(location, diversity, impact)** Understand the Prime/Greenwich Meridian and how it helps us measure time around the world using time zones. (Maths) **(impact)**

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					Know that the northern hemisphere has more land area than the southern hemisphere, the majority of the earth's population and the largest cities in the world. **(location, diversity, impact)** Trade links **Enquiry:** How does where people live — in the UK or Colombia — affect what they grow, what they can trade, and how Fairtrade supports them? Locate countries involved in Fairtrade on a world map **(diversity)** Understand geographical similarities and differences between Dorset and Columbia through the context of Fairtrade. **(diversity)** Understand the key aspects of economic activity, trade links, and the distribution of natural resources through Fairtrade. (SDGs) **(diversity, impact)** Extract information from maps regarding locations in relation to the equator and their human, physical and topographical features. **(diversity, impact)**	Locate the Arctic Circle and Antarctica's place on the Earth and on a map. **(location, diversity)** Identify the position of the equator, explaining that it runs around the centre of the Earth at 0 degrees latitude. **(location)** Know that the lines of latitude and longitude are important in helping locate places in the world **(location)**	
Vocabulary	Home, school, park, shops, positional, directions, next to, behind, near, maps, similarities, differences, places, environments	Bournemouth, Poole, coastline, United Kingdom, South, capital cities, England, Ireland, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, continents, oceans, Africa, Antarctica, Asia, Europe, North America, South America, Australia (or Oceania), Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean	River Thames, Pudding Lane, temperature, equator, hotter, colder, poles, earth, **North Sea** – to the east of the UK, **English Channel** – to the south, separating the UK from France, **Irish Sea** – between Great Britain and Ireland, **Celtic Sea** – to the southwest of the UK, **Atlantic Ocean** – forms the western and northern maritime boundary of the UK	Countries, capital cities, Austria, Vienna, Belgium, Brussels, Denmark, Copenhagen, Finland, Helsinki, France, Paris, Germany, Berlin, Hungary, Budapest, Italy, Rome, Netherlands, Amsterdam, Norway, Oslo, Spain, Madrid, Sweden, Stockholm, Ben Nevis, Snowdon, Alps, land mass, mountain ranges, green spaces	Counties, Dorset, Hampshire, Wiltshire, Somerset, Tropic of Cancer, Tropic of Capricorn, northernmost point, southernmost point, hemispheres, population, Fairtrade, Columbia, economic activity, trade links, natural resources, topographical features	Ecosystems, Brazil, physical characteristics, vegetation belt, biomes, aquatic, grassland, forest, desert, tundra, Arctic, Antarctic, 0 degrees latitude, lines of latitude and longitude	Ordnance Survey, Parkstone, Sandbanks, Poole, Jurassic Coast, human, physical, Durdle Door, Tynham Village, Lulworth Cove, Prime. Greenwich Meridian, time zones

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	**EYFS Statutory Framework** **Understanding the world** Talk about the lives of the people around them and their roles in society. (PSHE/RE) **People Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	**NATIONAL CURRICULUM:** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		**NATIONAL CURRICULUM:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
	Notice features of their immediate environment (school, home area). **(location, diversity)** Talk about places they know (park, shops, holiday destinations). **(location)** Find out about their journey to school, identifying key features they pass and comparing how they travel to school. **(location, diversity)** Find out where they live (UK, England, South Coast, Poole, Branksome). **(location)** Discuss and compare different environments and identify key features. **(location, diversity)** Name different countries where celebrations take place. **(location, diversity)**	Know that we live in England and that this is one of four countries that make up the UK. **(location)** Know that Bournemouth and Poole are on the South Coast of England. **(location)** Know that Edinburgh, Cardiff, Belfast and London are capital cities within the UK. **(location)** Use geographical vocabulary to talk about and explore the local area. **(location, diversity)**	**Enquiry:** Why are some countries, like Namibia, hotter than the UK? Find out that countries near the equator are hotter than those further away, including the UK. **(location, diversity, impact)** Use maps and atlases to locate different countries proximity to the equator. **(location)** Compare geographical similarities and differences between Poole and Namibia including climate, weather and ecosystems. **(location, diversity)** Understand the daily weather patterns in the UK and how these differ in Namibia. (Science) **(location, diversity, impact)**	Understand geographical similarities and differences through the study of physical geography in Upton Country Park and Poole harbour. **(location, diversity, impact)** Know that most volcanoes are found along a belt called the Ring of Fire, that encircles the Pacific Ocean. **(impact)**	**Enquiry:** How are Poole and Cherbourg similar and different, and why might these similarities have led to the two places becoming twin towns? Locate on a map where Cherbourg is and why it is twinned with Poole. **(location, diversity, impact)** Know the benefits of twinning and what this means to each location. **(location, diversity, impact)** Know how the human and physical features in Poole and Cherbourg differ and have changed over time. **(location, diversity, impact)**	Compare the climate of Brazil with that of the UK. **(location, diversity, impact)** Locate Antarctica and identify its specific physical geography including Antarctica's size, makeup and surrounding oceans. **(location, diversity, impact)** Use photographs, weather patterns, and maps to gain in depth knowledge of climate zones around the world. **(location, diversity, impact)**	Use google maps, local maps (OS) and aerial photographs to identify key features of the Jurassic coast. **(location, diversity, impact)** Use historical maps to identify how the Jurassic coast has changed over time. (History) **(location, diversity, impact)**

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	To recognise the difference between hot and cold countries. **(location, diversity)**						
Vocabulary	Journey, key features, travel, England, United Kingdom, South Coast, Branksome, Poole, countries, celebrations, hot and cold countries	South Coast, capital cities, local area	Equator, hotter, colder, maps, atlases, Namibia, climate, weather, ecosystems, weather patterns	Physical geography, Upton Country Park, Poole harbour, volcanoes, belt, Ring of Fire, Pacific Ocean	Cherbourg, twinned, location, change	Climate, Brazil, physical geography, size, make up, surrounding oceans, climate zones	Google maps, aerial photographs, Jurassic Coast, historical maps, change

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Human and Physical Geography	**EYFS Statutory Framework** **People Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**NATIONAL CURRICULUM:** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: 1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		**NATIONAL CURRICULUM:** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
	Recognise the features of the beach (beach combing) **(location, diversity, impact)** Recognise the features of a pond (pond dipping) **(location, diversity, impact)** Discuss and compare different environments. **(location, diversity, impact)** Explore the local environment. **(location, diversity, impact)** Identify changes through the seasons. **(location, diversity, impact)** Use everyday vocabulary for weather and seasons. **(diversity)** Identify different weather types and compare different weather in different countries. **(location, diversity, impact)** Observe natural phenomena (rain, wind, clouds, shadows). **(impact)**	**Enquiry:** What makes our local area special? Identify and describe simple local human features including houses, paths, roads and bridges. **(location, diversity, impact)** Identify and describe simple local physical features. **(location, diversity)** Name physical geographical features of coastal regions. **(location, diversity, impact)** Name human geographical features of coastal regions. **(location, diversity, impact)** Describe the weather and explain how the weather changes with the seasons. (Science) **(location, diversity, impact)**	Recognise key physical features of the school and its surrounding environment **(location, diversity, impact)** Use geographical language to describe parts of the school and the temperatures they experience in them. **(location, diversity, impact)** Recognise key human features of the school and its surrounding environment. **(location, diversity, impact)** To know that the temperature in areas around the equator is hotter than the temperature in areas around the north and south poles. **(location)** Name and compare human and physical features in Namibia. **(location, diversity, impact)**	**Enquiry:** What happens when the Earth's surface moves? Understand that the earth is made up of four different layers: crust, mantle, outer core, inner core. **(diversity)** **Earthquakes** Know that the Earth's crust is made up of *(7 major)* tectonic plates that can move. **(impact)** Know that earthquakes are created when tectonic plates move together. **(impact)** Know that countries that are on plate boundaries are more susceptible to earthquakes. **(location, impact)** Know how earthquakes can affect people and places. **(impact)** Know that the way homes are built have been adapted in some	Identify significant physical and human features in Poole using aerial photographs. **(location, diversity, impact)** **Enquiry:** How did the River Nile help people travel, trade, and build settlements in Ancient Egypt? Understand the human and physical aspects of the Nile (History – Egyptians). **(location, diversity, impact)** Understand the importance of the Nile for transportation, trade, settlements, energy, water and farming. (History – Egyptians). **(location, diversity, impact)**	Discuss different types of settlement and land use, services, economic activity, and the distribution of renewable energy. (SDGs) **(location, diversity, impact)** **Enquiry:** How are human actions contributing to changes in Antarctic landforms? Recognize the features of Antarctic geomorphology: the study of landforms, their processes, form and sediments at the surface of the Earth. **(location, diversity, impact)**	**Enquiry:** How has the Jurassic Coast changed through natural and human forces, and how might it continue to change over the next 100 years? Describe human characteristics, key topographical features and land use patterns. **(location, diversity, impact)** Explain, discuss and debate the impact of tourism on the Jurassic Coast. (SDGs) **(location, diversity, impact)** Explain the process of coastal erosion. **(location, diversity, impact)** Describe how the Jurassic coast has changed over time and predict how it will look in 100 years' time. **(location, diversity, impact)** Understand the impact of human actions on the world

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		Identify seasonal and daily weather patterns. (Science) **(location, diversity, impact)**	Gather data about the environment (weather charts, traffic surveys). (Maths) **(location, diversity, impact)** Identify seasonal and daily weather patterns. (Science) **(location, diversity, impact)**	places to withstand earthquakes. **(impact)** **Volcanoes** Know that volcanic eruptions are caused by a release of pressure, which cause hot gas and magma *(molten rock)* to erupt from the Earth's core. (**impact)** Know that volcanoes are created when tectonic plates move and a weak spot (fault) is created. **(impact)** Understand that soil becomes more fertile after a volcanic eruption has occurred. (**diversity, impact)** Know the names of the different parts of a volcano *(magma chamber, main vent, side vent, crater, lava flows*). **(diversity)** Understand the difference between active, dormant and extinct volcanoes. (**diversity, impact)** Know some of the advantages and disadvantages of living near a volcano. **(location, impact)** Understand that some volcanic eruptions can cause global impact. **(impact)** **Mountains** Know that mountains are elevations on the Earth's surface *(usually more than 600m high).* Know that mountains can be created in two ways: tectonic plates of the earth moving together; mass erosion. **(diversity, impact)** Know that a mountain range is a series of mountains connected. Know the main features of a mountain landscape (*peak, ridge, moors, rock outcrops, hills, valleys, steep slope, lowland, stream/river).*			by hypothesising how biomes can be better conserved. **(location, diversity, impact)** Identify how animals and plants are adapted to suit their environment in different ways (Science) **(location, diversity, impact)** Apply understanding of adaptation and biomes to hypothesise how animals will adapt in the future. (Science) **(location, diversity, impact)**

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				Know that the temperature on mountains becomes colder the higher the altitude gets, and that the climate is wetter than on the surrounding flat land. (**diversity, impact)** Know how mountain land is typically used: tourism, farming, water conservation, forestry. **(diversity)** Explain how tourism has an impact on mountain ranges, *e.g. economic activity, vegetation clearing, removal of habitats, altering landscapes and water flow, pollution, wildlife relocation.* **(diversity, impact)** **Enquiry:** Where are the UK's major rivers located, and why have people built towns and cities beside them? Know the main features of a river eg. mouth, source and flow to the sea **(location, diversity)** Know the names of and locations of key rivers in the UK **(location)** Know that River Thames is one of the longest rivers in the UK **(location, diversity)** Know some of the ways that rivers are used by humans eg. energy, transportation, leisure, fishing **(location, diversity, impact)** To understand why most towns and cities are located by a river. **(location, diversity, impact)**			
Vocabulary	Beach combing, pond dipping, seasons, weather, weather types, natural phenomena, rain, wind, clouds, shadows	Human features, houses, paths, roads, bridges, coastal regions, seasons, daily weather patterns	Temperatures, human features, equator, north pole, south pole, Namibia, data, environmental, weather charts, traffic surveys, seasonal	Layers, crust, mantle, outer core, inner core, earthquakes, tectonic, plates, susceptible, adapted, withstand, eruptions, volcanoes, release, pressure, hot gas, magma, molten rock, erupt, weak spot, fault, fertile, magma chamber, main vent, side vent, crater, lava flows, active, dormant, extinct,	Physical, human, features, aerial photographs, River Nile, Ancient Egypt, Africa, transportation, trade, settlements, energy	Settlement, land use, economic activity, renewable energy, sustainable development goals, Antarctic landforms, geomorphology, sediments, processes, form	Natural, human forces, topographical, land use, tourism, impact, coastal erosion, predict, change, hypothesising, biomes, conservation, adaptation, future

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				global impact, mountain, elevation, erosion, mountain range, landscape, peak, ridge, moors, rock outcrops, hills, valleys, steep slope, lowland, steam, river, altitude, tourism, farming, water conservation, forestry, economic activity, vegetation clearing, habitats, pollution, relocation, mouth, source, flow transportation, leisure, location			

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Sustainable development goals (SDGs)	Understand that it is good to help look after our planet. **(impact)**	Know that some human behaviours are having a negative impact on the world. **SDGs (impact)** Know that choosing to use less plastic is the first step in addressing negative impacts, *e.g. reduce, reuse and recycle.* **SDGs (impact)** Know that the oceans are polluted with plastic from humans and that this is affecting animal life. **SDGs (impact)**	Know that food comes from different places around the world and that the distribution of this has environmental impact. **SDGs (DT/PSHE) (impact)** Know that ice caps are melting because of climate change caused by humans. **SDGs (location, impact)**	Understand the impact that the production of non-renewable forms of energy has on the planet. **SDGs (impact)** Know that it is important to conserve water and energy supplies. **SDGs (impact)** Know that human damage to a habitat affects animal life but that conservation efforts can reduce the impact of human behaviours. **(science)(impact)** To understand that there is an uneven distribution of water on Earth, and the effects that this has on life. **SDGs (impact)**	Know that we need the rainforests to survive, but that humans are cutting them down for wood and farmland. **SDGs (impact) SCIENCE/ENGLISH** Understand that there are choices that humans can make to reduce the impact of deforestation. **SDGs, SCIENCE/ENGLISH (impact)**	Identify key environmental issues including climate change & global warming. **(location, diversity, impact)** Discuss the impact of climate change and the consequences for the future. **(location, diversity, impact)** Know that burning fossil fuels creates carbon dioxide which causes climate change. **SDGs (impact)** Know that most forms of transportation still use fossil fuels and therefore contribute towards climate change *(especially air travel).* **SDGs (impact)** Understand that there are more sustainable solutions for energy production, *e.g. wind farms, water turbines, solar panels.* **(DT) SDGs (impact)**	Know that the world's resources are not evenly distributed between different countries. **SDGs (impact)** Know that current human behaviours are not sustainable. **SDGs (impact)** Know that individuals can influence the behaviour of others. **SDGs (impact)** Understand that climate change increases drought severity, frequency, duration and spatial extent. **SDGs (impact)**
Vocabulary	planet	Human behaviours, negative impact, plastic, reduce, recycle, reuse, pollution	Distribution, environmental impact, ice caps, climate change	Production, non renewable, forms, energy, conserve, human damage, conservation, human behaviours, uneven distribution	Rainforests, wood, farmland, deforestation	Climate change, global warming, consequences, fossil fuels, carbon dioxide, transportation, sustainable, solutions, wind farms, water turbines, solar panels	Resources, sustainable, drought severity, frequency, duration, spatial extent

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and fieldwork	**EYFS Statutory Framework** **People Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**NATIONAL CURRICULUM:** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		**NATIONAL CURRICULUM:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Fieldwork skills	Look at where we live and describe features we see on the way to school. **(location)** Explore the school grounds and look at features of our school environment. **(location)**	**LOCAL AREA STUDY** – school grounds and Branksome Rec Identify key features within the local area, *e.g. school grounds and Branksome Recreation Ground.* **(location)** Identify seasonal and daily weather patterns in the UK. **(diversity)** Observe changes across the four seasons in the UK. **(diversity)** Measure simple human geographical patterns, *e.g. how our class get to school, travel plan/survey.* **(diversity, impact)** Answer simple questions about straightforward geographical patterns, *e.g. what are the busiest parts of the playground? What is the most frequent method of getting to school?* **(location, impact)**	**LOCAL AREA STUDY** – measure and compare rainfall. Ask questions to a range of people. **(diversity)** Make simple measurements in the locality, *e.g. measuring rainfall and comparing seasonal rainfall.* **(diversity)** Organise simple data from fieldwork and second hand sources, *e.g. using tables and descriptions.* Measure and explain simple patterns to do with human activities, *e.g. suggest why the flow of traffic outside school changes at different times.* **(diversity, impact)**	**LOCAL AREA STUDY**– River study Ask geographical questions about places and environments and express opinions. Record, present and interpret data, e.g. measure using standard units, record using a tally and bar chart. Observe and record changes to landscape (e.g. erosion on a river) using camera, video or audio. **(location, diversity, impact)** Use a simple database to present findings from fieldwork. Analyse data, which they have collected from first hand observations and experiences, identifying any patterns.	**LOCAL AREA STUDY**– do the people who live in Poole work in Poole? Ask and answer questions about places and environments, to aid investigations and express different opinions in relation to issues. **(location, diversity, impact)** Identify and describe the benefits and limitations of data collection methods. Present data and findings using maps, graphs and digital technology. Reach a simply explained conclusion to a fieldwork question or prediction.	**LOCAL AREA STUDY** - To recognise indicators of pollution in the local area. Ask questions to carry out an investigation and express the opinions from a range of points of view. **(diversity, impact)** Use digital technology and locate annotated photographs on a map. Independently present data and findings using maps, graphs and digital technology to show a conclusion that is supported with evidence.	**LOCAL AREA STUDY -** How is the land used in our local area? Take photos and make field sketches of land use and the impact of tourism over time on the Jurassic Coast. **(Computing) (location, diversity, impact)** Make notes, when asking questions, to express own opinions and recognise why others may have different points of view. **(diversity, impact)** Share findings, reason and offer opinions in a clear, concise way drawing conclusions, offering longer term solutions. **(location, diversity, impact)** Justify and evaluate data collection methods.

Geography Progression Map

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'. In Geography these are: location, diversity and impact.

Using maps	Look at maps (paper and Google) and discuss the features found. **(location)** Use atlases to discover places e.g. polar regions and the equator. **(location, diversity)** Know on a map that the blue represents the water and green represents the land. **(location)** Know that where the land meets the sea is called the coast. **(location)**	Know that simple maps and globes can be used to identify the UK and its countries. **(location)** Know that the features of an area can be represented as a map. **(location, diversity)** Know that maps help the user to know where to locate features of the area. **(location, diversity)** Know how to follow a simple picture map. **(location)** Know how to use a simple picture map and globe. **(location)** Use directional language to explain a route, *e.g. a route around the school.* **(location)**	Know that maps, globes and atlases can be used to locate countries, continents and oceans across the world. **(location, diversity)** Know that maps, globes and atlases can be used to identify human and physical features. **(location, diversity, impact)** Know that there are symbols on a map which represent key features. **(location, diversity, impact)** Know the four points of a compass: North, South, East and West. **(location)** Locate landmarks, human and physical features on aerial photographs. **(location, diversity, impact)**	Know that aerial photos and plan perspectives can be used to identify geographical regions and key topographical features. **(location, diversity, impact)** Compare Ordnance Survey maps and aerial/oblique photos. **(location, diversity)** Know how to use two-figure grid references. **(location)**	Know how to use four-figure grid references. **(location)** Know that each country has a geographic co-ordinate that is generated through its position on the globe. **(location)** Know how to follow a route on a large scale map. **(location)** Know that maps use scale factors to accurately represent the distance between two places. **(location)** Know that there are eight points of a compass: North, North-East (NE), East, South-East (SE), South, South-West (SW), West and North, North-West (NW). **(location)**	Know how to use six-figure grid references for latitude and longitude. **(location)** To know that a thematic map is a map that focuses on one main theme and uses colours or pictures to show how different places relate to each other. **(location, diversity)**	Know how to use Ordnance Survey map symbols. **(location, diversity)** Know that symbols and keys on Ordnance Survey maps can be used to build a knowledge of the United Kingdom, in the past and present. Know how to use medium scale Ordnance Survey maps. **(location, diversity)** To understand that the flattened globe can be recognised as a world map. To know that maps help to show patterns, cause and effect, relationships and connections. **(location, diversity, impact)**
Drawing maps	Create a 2D/3D map *e.g. link to visit to Ashley Rd on the gingerbread Man hunt.* **(location)**	Know that objects can be drawn around to make a plan view. Know that maps can be drawn to show an imaginary place, as well as real places. **(location)** Know that my own symbols can be made to show features on a map.	Know that we look down on objects to make a plan view. Know how to draw a map of a real place. **(location)** Know that agreed symbols should be used to make a key. Sketch simple maps.	Know how to make a map of a short route. **(location)** Know that there are standard symbols that are used in a key.	Know how to make a scale drawing. Draw an accurate map of a short route using a key and a scale. **(location)**	Know how to create a simple thematic map. **(location)**	Know that a style of thematic map can be chosen to show data. Know the relevance of Ordnance Survey symbols. **(location)** Draw a variety of maps, sketches and plans with accurate symbols, keys and scale, including OS. **(location)**
Vocabulary	Environment, maps, Google, atlases, polar regions, equator, coast	Grounds, seasonal, weather, patterns, observe, changes, patterns, survey, frequent, globes, represented, locate, directional language, route, plan view, symbols	Measurement, locality, data, fieldwork, tables, measure, human activity, globes, atlases, locate, countries, continents, oceans, symbols, four points, compass, north, south, east, west, landmarks, plan view	Record, present, interpret, data, measure, standard units, tally, bar chart, observe, landscape, erosion, database, analyse, patterns, standard symbols	Investigations, opinions, issues, benefits, limitations, data collection methods, conclusion, prediction, four figure grid reference, geographic coordinate, position, globe, large scale, factors, distance, eight points, north , north east, north west, south east, south, south west, south, scale drawing, key, scale	Opinions, points of view, digital technology, present data, conclusion, evidence, six figure grid reference, latitude, longitude, thematic map, relate	Field sketches, land use, tourism, justify, evaluate, collection methods, Ordnance Survey maps, symbols, keys, past, present, medium scale, flattened globe, patterns, cause, effect, relationships, connections